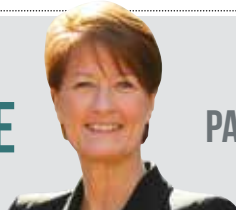


FE Week

SFA TO THE REVAMP RESCUE



PAGE 3

PRINCIPAL UNCERTAINTY



PAGE 4

DR SUE'S HERE TO HELP



PAGE 9



Liberal Democrat leader Nick Clegg launches his party's manifesto on Wednesday (April 15) — the day after David Cameron had done the same for his Conservative Party at Swindon University Technical College

COALITION DUO GO SEPARATE FE WAYS WITH MANIFESTOS

Yellow and blue went head to head as the two coalition partners made their policy pitches to the nation.

The Liberal Democrats and Conservatives launched their manifestos a day apart and in very different locations — and while the settings of the launch events might have been the most noticeable difference between their manifestos, it wasn't the only one.

See page three for full coverage, and stay tuned for our special General Election supplement free with the next edition of *FE Week*.

FUNCTIONAL SKILLS FIRST REVEALS JUST 63PC ACHIEVEMENT

@REBECCA COONEY

REBECCA.COONEY@FEWEEK.CO.UK

Nearly 40 per cent of under 19 Functional Skills (FS) enrolments at general FE and tertiary colleges and independent learning providers (ILPs) failed to achieve their qualification last academic year, it has been revealed.

The figure is based on the Skills Funding Agency success rates tables, published this month, which for the first time included FS data.

It has prompted a call from a range of academics for the government to provide added support for FS teaching to boost 16 to 18 success rates from 64.3 per cent for general FE and tertiary colleges and 52.9 per cent for ILPs (see page 7 for more FS provider type success rates).

The combined FS success rates for colleges and ILPs was 62.9 per cent, with 203,680 enrolments out of 323,320 achieving their learning aims — meaning 119,640 did not.

University of Wolverhampton education lecturer and researcher Dr Matt O'Leary said: "I don't think these success rates are lower than might be expected — that's not to say they shouldn't be higher, but in

order to improve them then there needs to be recognition on the government's part that they have a responsibility to invest in adequate resources to enable the FE sector to staff these courses with specialist teaching staff."

He added: "Given the manner in which functional skills were foisted upon the sector by former Skills Minister Matthew Hancock, and how little or no regard was given to how these new programmes would be resourced, or to staffing implications, I think providers have done well to produce the results they have."

Professor Ed Sallis, whose Education and Training Foundation review of non-GCSE English and maths provision, including FS, concluded last month, agreed.

"I believe the results show lecturers and trainers need more practical support and training to deliver FS successfully and that more work needs to be done on developing the pedagogy of vocational maths and English," he said.

Paul Grainger, an Institute of Education academic, highlighted Professor Sallis's report and the importance it had placed on FS. The results "could be better," he said, but argued the qualifications were

performing better than GCSEs post-16.

"You have to consider that most candidates will have failed at GCSE the year before," he said.

"The pass rate for GCSE maths retakes is 5 per cent, so FS are working in a way that retakes are not," he said.

The success rates for all institutions' provision of level one 16 to 18 FS was higher than level two — at 66.5 per cent of 258,660 enrolments resulting in an achieved learning aim, compared to a 53.5 per cent success rate out of 92,020 enrolments.

English level one 16 to 18 provision for all institutions had a success rate of 65.5 per cent, while for level two it was 59.1 per cent. For maths, the level one success rate was 52.5 per cent, while for level two it was 45 per cent.

David Corke, Association of Colleges director of education policy, said: "Colleges are performing above average in successfully delivering FS courses but their efforts are hampered by the fact there is a shortage of specialist maths teachers to teach these courses.

"The ETF is right to offer bursaries to attract more specialist teachers to the sector and we are keen to see the outcome

of this scheme."

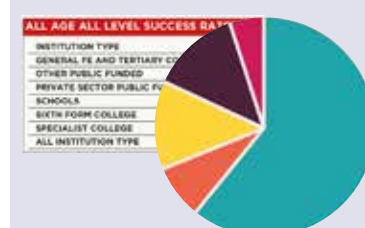
Association for Employment and Learning Providers chief executive Stewart Segal said: "We believe that the success rates will improve given that FS are only two years old and providers are still building staff capacity."

He added: "Much of ILP provision in English and maths is outside apprenticeships and traineeships and therefore it is about helping the hardest to help including those who aren't attending college or are long term unemployed.

"We should also bear in mind that among the unemployed who don't complete are many who will secure a job as a result of the learning."

See editor's comment on page 8

MORE SUCCESS RATES ANALYSIS INSIDE



Pages 6 & 7

EDITION 134

FE WEEK TEAM

Editor:	Chris Henwood
Head designer:	Nicky Phillips
Designer:	Rob Galt
Sub editor:	Paul Offord
Reporters:	Freddie Whittaker
	Rebecca Cooney
	Billy Camden
Photographer:	Ellis O'Brien
Financials:	Helen Neilly
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Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

NEWS

‘ACHIEVEMENT’ FOR LEVELS TWO AND THREE DOWN SINCE 2010

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Level two and three “total achievement” levels for people aged 19 and above have declined over the last five years, a report charting the success of government policies has found.
The government introduced ‘business plans’ for each department in 2010 featuring a series of ‘impact indicators’ that were supposed to help the public keep tabs on key policies.

And the Institute for Government (IfG) report, called Whitehall Monitor: Deep Impact? Deep impact (pictured), charts progress for each of these indicators.

It said that “very few of these indicators have specific targets against them”, so IfG checked a variety of performance levels “for each indicator in 2010 and at the time of writing” to see if they had improved, stayed the same or got worse.

For the Department for Business, Innovation and Skills (BIS), the report said that “fewer than half of the department’s indicators have progressed since 2010 — just nine out of 20 have moved in the right direction”.

Of the indicators directly affecting the sector, the report found that there had been a decline in the ‘total achievements in level two or three’ of people aged 19 and over.

David Hughes, chief executive of the National Institute of Continuing Education, said this was “hardly surprising” as



“the overall funding for FE has fallen significantly”.
The report, however, recognised an improvement in the performance level of another FE indicator — ‘qualification levels of the working age population’.
The IfG only found a decline in performance for one Department for Education (DfE) indicator — level two English and maths qualification levels for learners aged up to 19 — out of 28 in total.

Also with regards to FE, the report found that there had been overall improvement for ‘education and work-based training at aged 16 to 17’.
Stewart Segal, chief executive of the Association of Employment and Learning Providers, said this “reflected well on the fact that the DfE, providers and employers have worked well together to introduce flexible programmes such as traineeships that give more opportunities to young people.”

David Corke, director of education and skills policy for the Association of Colleges, said: “It would appear [from the report] that the introduction of raising the participation age, until the age of 18, has had a positive impact on the DfE performance, but not for BIS.”
Dr Lynne Sedgmore, executive director of the 157 Group, said that there was “little evidence” that DfE and BIS made any use of the indicators. Both of the coalition parties declined to comment.
See feweek.co.uk for more reaction to the report.

FE WEEK NEWS IN BRIEF
Esol data missing

The Skills Funding Agency (SFA) has warned learners on English for Speakers of Other Languages (Esol) programmes could be missing from data returns.
An SFA spokesperson said it had analysed Individualised Learner Record (ILR) data for 2013/2014 and 2014/2015 and found providers had not recorded Esol Plus Mandation provision “to the expected volumes”. It called on providers to record all learners on this provision with ILR R10. Email fundingpolicyskills@sfa.bis.gov.uk for more information.

Apply for £100k grants
The Further Education Trust for Leadership (Fetl) has launched a second round of applications for research grants worth up to £100,000 each.

The first five organisations that Fetl announced last month would receive a total of £270,000 in grants were the Association of Employment and Learning Providers, Coleg Gwent, EMFEC, the University of Hull, and Working Well. The closing date for the second wave of applications open to FE and skills organisations, which can be lodged through visiting www.fetl.org.uk, is May 21.

Lesson observation talks
The University of Wolverhampton’s Centre for Research and Development in Lifelong Education will host a national conference focusing on new approaches to lesson observation.

It will bring together leading practitioners and researchers and include workshops on making the transition to ungraded models of observation. It will also include recent research studies in lesson observation, peer observation, coaching and mentoring, and innovations and developments in observing classroom practice.
It will take place on June 17.

Councils fail to promote sector’s SEN provision

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FWHITTAKER@FEWEEK.CO.UK

Councils are facing a call to better promote FE provision for learners with special educational needs (SEN) after a survey revealed just one in eight families were told about options outside local authority control.

The results of the survey run by the National Star College, a specialist FE institution in Gloucestershire, revealed that 88 per cent of parents were not told about alternative options, including general and specialist FE colleges.

A further 30 per cent of the 1,600 respondents said they had been “stopped or discouraged” from visiting, being assessed for or applying for places at colleges and other institutions outside council control.

It has prompted a call from Association of National Specialist Colleges (Natspec) chief executive Alison Boulton (pictured below left) for councils to provide better information for families.

She said: “Rather than local offers which promote the minimum, there needs to be some long term thinking in the system that supports young people and families to look to a positive future.”



In 2013, the children and families act put councils in charge of finding provision for all SEN learners and established new education health and care (EHC) plans to guide them through their education.
But concerns about the implementation of the legislation have been raised after the survey revealed 54 per cent of parents did not know they could indicate a preferred institution on their child’s EHC plan.
Ms Boulton added: “The act was promoted as placing young people and families ‘at the heart of the new system. It will provide them with greater choice and control over services.’
“This timely survey undertaken by the National Star College clearly shows that there is some way to go before the legislation achieves its important ambitions.
“Without impartial and comprehensive information, young people and their parents cannot make informed choices, nor can they be confident that they are being offered the choice of college that will best meet their needs.”

Martin Doel, chief executive of the Association of Colleges, has backed calls for councils to provide more information. He said: “It is important for local councils to ensure that



parents are made aware of all the options available for their child’s education.
“We would be disappointed if parents felt that they were not being informed about college provision.”
But David Simmonds (pictured below right), chair of the Local Government Association’s children and young people board and deputy leader of Hillingdon Council, said it wasn’t surprising that most parents were being pointed towards provision which local authorities have a duty to provide.
He said: “It is an issue which has been around for quite a long time. Generally, alternative provision tends to come at a much higher price and local authorities have a responsibility to ensure they have their own arrangements and facilities to support the vast majority of children.
“In the vast majority of schools, local authorities will be able to provide the quality provision needed, so it’s not a surprise that the vast majority are being offered local authority provision.”
The survey results can be found at nationalstar.org

See page 12 for an expert piece by National Star College principal and Natspec chair Kathryn Rudd

Coalition parties let manifesto differences get between them

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Funding increases, University Technical Colleges (UTCs) near every English city, a commission on funding for lifelong learning and millions of apprenticeships were on the agenda as the two Coalition parties went head-to-head with their general election manifestos.

The Conservatives and Liberal Democrats may have presided over the same education policies in Government, but apart from common ground over boosting apprenticeship numbers, each party tried to distance itself from the other as they launched their manifestos a day apart.

The Tories chose UTC Swindon as the venue for their manifesto launch, which was light on new announcements for FE. Prime Minister David Cameron promised a UTC “within reach of every city” and the manifesto document announced plans to publish “more earnings and destination data for FE courses”.

When challenged by *FE Week* about low students numbers for UTCs following the launch on Tuesday (April 14), Education Secretary Nicky Morgan (pictured right) was up-beat about the programme.

She said: “I think we will see an improvement in recruitment. UTCs are a very important part of our overall education offer.”



Conservatives

- 3m apprenticeship starts in the course of the next Parliament
- University Technical Colleges within reach of every city in England
- Continued replacement of low-level FE courses with apprenticeships
- Continued improvement of FE through new national colleges
- Publication of more earnings and destination data for FE colleges
- Abolition of employers’ national insurance contributions for apprentices under 25

The Lib Dems, who launched their manifesto in a warehouse in Battersea, West London, the following day, pledged to factor rising learner numbers into their two to 19 budget protection, which will result in a real-terms rise in funding. They also announced plans for a cross-party commission to examine adult learning funding.

Education Minister David Laws (pictured right) said he hoped his party would be able to increase Adult Skills Budget funding from 2017/18 after “balancing the books”.

He told *FE Week*: “Because we are doing something very different from the Tories after 2017/18, which is growing public spending in line with the growth of the economy, it’s going to mean we have

Liberal Democrats

- Higher spending on two to 19 education based on rising learner numbers
- Increase in number of apprenticeships and extension of apprenticeship grant
- Review of VAT treatment of general FE and sixth form colleges
- Establishment of a cross-party commission on lifelong learning funding
- Development of national colleges
- Increase in number of apprentices from BAME backgrounds

got much more money than the Tories for areas such as that. I would aspire to that (increase in post-19 education funding) but I can’t promise it because we are defining our pledges in the terms we have defined them here today.”

The proposals sparked a mixed reaction from sector leaders. Association of Colleges chief executive Martin Doel said new UTCs should be opened only in areas where places were needed, and called on the Tories to match Labour and the Lib Dems’ extension of the funding ringfence to include 16 to 19 education.

He said: “The Liberal Democrats’ pledge to protect education funding from cradle to college is very welcome one. But simply protecting the current



allocations from further cuts freezing won’t ensure a sustainable and balanced system.

“In this context we are therefore very pleased that the Liberal Democrats have committed to a series of cross-party commissions on issues such as lifelong learning, national colleges and a review of VAT rules for sixth form and further education colleges.”

Association of Employment and Learning Providers chief executive Stewart Segal warned against the “chasing of substantial volume targets” on apprenticeships and said that any expansion of the programme would have to be matched with expanded investment.

He added: “Mr Laws’ comments on starting to reverse the cuts in the adult skills budget from 2017/18 are welcome in addition to his party’s protection of the 16 to 19 budget.

“While funding for apprenticeships and traineeships is currently prioritised, we believe that funding to provide skills for the unemployed is also important to help people into sustainable employment and earn at least a living wage.”

Plans for the commission on adult learning funding were also welcomed by the National Institute of Adult Continuing Education, which called for similar in its own manifesto. Deputy chief executive Tom Stannard said: “We are ready to help any future government make the work of this commission a success.”

SFA STEPS IN FOR CAMPUS REVAMP GO AHEAD AT CASH-STRAPPED COLLEGE

@REBECCA KCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

A cash-strapped East Midlands college’s plans for a multimillion pound campus revamp have been saved after the Skills Funding Agency (SFA) and local authority stepped in with £12m of funding.

New College Nottingham (NCN) has already had a grant of £15m from the SFA for its Basford Hall campus redevelopment, and the new deal will bring the funding up to the £27m needed for the work.

It is understood finances at the college, which triggered an inspection from FE Commissioner Dr David Collins in February, had proved a concern for potential bank lenders.

However, a spokesperson for the college, which suffered a loss of £2.4m last academic year, said it would now be able to open the revamped campus on time this September following a £5m loan from Nottingham City Council and, *FE Week* understands, a £5m SFA grant and exceptional financial support of £2m.

Principal Dawn Whitmore (pictured) said the Basford Hall campus deal was “a solution that safeguards what is the single biggest investment in FE in the city for many years”.

“The college has been involved in financial discussions with our funding partners for some time,” she said.

The new campus will



accommodate 4,500 construction, science, engineering and technology students a year.

A Nottingham City Council spokesperson said: “Basford Hall is such an important college site — it’s in the heart of the north of the city, surrounded by the communities most in need of support in developing skills for work.” He added the funding package would “help NCN on its road to financial recovery”.

An SFA spokesperson said NCN’s initial grant was approved in November 2013 through the College Capital Investment Fund (CCIF).

“Through the year end management of the CCIF programme and clarification of funding available it was agreed that a further grant could be awarded to NCN as part of their CCIF project in accordance with the ‘rules’ of the CCIF programme,” she said.

Financial issues at the college, which is looking to shed around 80 posts, mean it has also been forced to put its contribution to a £60m city-wide skills hub on hold — although it remains involved with a scheme steering group. “We are working together with Central College Nottingham and other partners on the Skills Hub development,” said Ms Whitmore.

“It has been a challenge to commit to the levels of resource needed, but both colleges are still committed.”

Dr Collins’ report on NCN, which was given a grade three rating by Ofsted in June, is yet to be published.

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Principal ‘on leave’ after staff no confidence votes

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New College Stamford was remaining tight-lipped about the position of its under-fire principal April Carrol after staff passed a second vote of no confidence in her.

A University and College Union (UCU) spokesperson said that around 80 members of staff passed the first no confidence vote through a show of hands during a meeting at the college on March 23 that was open to members of UCU and Unison and non-union affiliated employees.

He added that 123 employees then backed a second motion of no confidence in an online vote organised by the UCU a fortnight ago, with only three employees allegedly voting against it.

He said the votes were called because Ms Carrol had “upset, frightened and bullied a whole range of middle managers and support staff” and would not negotiate with the unions over her plans for new working conditions, including extending the college year from 33 to 36 weeks.

A spokesperson for the grade two Ofsted-rated college said on Tuesday (April 14) afternoon that Ms Carrol, who was appointed to the post in July last year, was “currently on leave” but had approved a press release “before she left for her holiday”.

She said in it that the no confidence

motions only represented “the views of a minority of staff, as not all staff were invited to the poll undertaken by the UCU.”

She added: “The union’s priorities appear to be the conditions of service for staff, whereas for the vast majority of staff their priority is to work hard to ensure our students, employers and the community have the successful college the community deserves.”

However, *FE Week* was told later that day (April 14) that staff had been told Ms Carrol had been suspended.

The spokesperson for the 4,000-learner college refused to confirm or deny whether Ms Carrol had been suspended.

However, she said on Wednesday (April 15): “Current staff have been consulted over proposed changes which involve updating the college contract for teachers from an agreement in 1998.

“The consultation opened on March 19 and will close on April 19.”

She added that the college, which received a £2.2m adult skills budget last academic year, was in “a healthy financial position”, but “the proposed updates are being developed to ensure the college remains in a sustainable financial position”.

A Unison spokesperson said: “We are unable to comment until we know for certain what is happening with Ms Carrol.”



Ex-teacher charged with 28 sex offences

A teacher who worked at Basingstoke College of Technology (BCoT) has been charged with dozens of sex offences, including rape and sexual activity with a child.

A Hampshire Constabulary spokesperson said Lloyd Dennis, aged 32, of Sopwith Road, Eastleigh, had been remanded in custody after being charged with 28 offences.

BCoT deputy principal David Moir said Dennis had been employed at the college “very briefly over a year ago — he actually worked in college for one week only”.

“The matter is subject to a police investigation and we have been asked not to comment,” added Mr Moir.

It is understood Dennis was a lecturer in

health, social care and education during his short time at the college, and has also taught at several schools in Hampshire.

A spokesperson for Hampshire County Council said: “Officers in children’s services are doing all that they can to assist Hampshire Constabulary with its investigation.”

He added that Dennis had not worked in a Hampshire school since May last year.

Detective Constable Sarah Fox said: “These charges are in relation to a number of incidents involving two victims. Our investigation into the circumstances surrounding these incidents continues.”

Dennis is due to appear before magistrates in Southampton this month.

PROBLEMS WITH SFA SALARY INFO

Two colleges have told how Skills Funding Agency accounts showing what they spent on salary for the post of principal in 2013/14 were incorrect.

The accounts, which showed a dozen FE colleges handed over more than £200k in salaries to principals, were wrong for NCG (formerly Newcastle College Group) and Blackpool Sixth Form College (SFC), they claimed.

An NCG spokesperson told *FE Week* that the £225k figure listed by the SFA under principal’s salary for Newcastle College was actually for the chief executive of the overarching NCG, Joe Docherty. He said principal Carole Kitching’s salary fell into

“the £120k to £130k band”.

A spokesperson for Blackpool SFC said that a member of its staff had mistakenly input £211k for then-principal Felicity Greeves. She was actually paid £139k, they said.

An SFA spokesperson said: “We ask colleges to provide the remuneration of the most senior officer at the organisation. For Newcastle College we have included the figure provided by NCG. NCG’s financial statements confirm that this is for the chief executive of NCG.” She added: “Information supplied by colleges has been subject to basic credibility checks, either by the SFA or EFA. While every effort has been made to cleanse the data, colleges may see inaccuracies.”

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Was your college among best or v

The Skills Funding Agency's national success rates were published this month — and for the first time ever were divided into classroom qualifications and apprenticeships.

This week, FE Week reporter Rebecca Cooney takes a look at the results for classroom qualifications.

Blackpool and the Fylde College (B&FC) and Farnborough College of Technology are celebrating after topping this year's general FE and tertiary college non-apprenticeship success rates tables.

The principals of both colleges have said they were "delighted" by the results for 2013/4, which placed B&FC as number one in the country for all age and all level qualifications, and Farnborough in the top spot for all level courses for 16 to 18-year-olds.

Bev Robinson, principal of B&FC, which achieved a success rate of 92.9 per cent (meaning 22,157 learners out of 23,850 completed their learning aims) in the tables published this month, said: "We work in partnership with employers to ensure that the provision which we offer meets the needs of industry and delivers sustainable employment opportunities for our students.

"This combined with a highly committed and passionate staff team clearly focussed on learning, teaching and assessment motivates students to achieve the best possible outcomes."

Farnborough's success rate was 93 per cent, with 3,794 of 4,080 enrolments completing their learning aims.

Principal Christine Slaymaker CBE said: "I'm proud to say our success is down to our inspirational and professional staff delivering the highest standards of education alongside the dedication and hard work of our students."

At the other end of the table, the ill-fated K College had the lowest success rates in the country for all age and all level courses, scoring just 66.1 per cent— more than five percentage points below the next college on the list, with 9,195 enrolments of 13,910 succeeding.

K College, formed by a merger between West Kent College and South Kent College in 2010, was dismantled at the end of the last academic year after running up a £15m debt with the Skills Funding Agency (SFA).

Its provision was divided between Hadlow College and East Kent College. Graham Razey, principal of East Kent College which took over K College's Dover and Folkestone provision, said: "These figures show the scale of the challenge that the team faces in terms of transforming the provision.

"By working closely with the business community, local partners, and the SFA we have a clear skills strategy that now closely matches the needs of our local young people and the economy."

An East Kent College spokesperson said FE

TOP THREE ALL AGE ALL LEVEL GFE AND TERTIARY COLLEGE SUCCESS RATES				
NAME	OVERALL LEAVERS	OVERALL SUCCESS RATE %	RETENTION RATE %	ACHIEVEMENT RATE %
BLACKPOOL AND THE FYLDE COLLEGE	23,850	92.9	95.0	97.7
STEPHENSON COLLEGE	6,650	91.9	96.2	95.5
GATESHEAD COLLEGE	17,240	91.8	95.4	96.3

BOTTOM THREE ALL AGE ALL LEVEL GFE AND TERTIARY COLLEGE SUCCESS RATES				
SOUTH AND WEST KENT COLLEGE	13,910	66.1	88.3	74.8
GREENWICH COMMUNITY COLLEGE	6,660	71.2	90.0	79.1
HERTFORD REGIONAL COLLEGE	7,210	71.6	89.0	80.5

TOP THREE 16-18 ALL LEVEL GFE AND TERTIARY COLLEGE SUCCESS RATES				
FARNBOROUGH COLLEGE OF TECHNOLOGY	4,080	93.0	97.3	95.5
RUNSHAW COLLEGE	11,690	92.5	95.5	96.8
SOUTH DEVON COLLEGE	8,830	91.1	95.8	95.1

BOTTOM THREE 16-18 ALL LEVEL GFE AND TERTIARY COLLEGE SUCCESS RATES				
GREENWICH COMMUNITY COLLEGE	1,910	60.7	85.5	71.0
DONCASTER COLLEGE	5,790	62.6	84.2	74.3
BARNFIELD COLLEGE	3,750	63.4	81.8	77.5

Source : www.gov.uk/government/statistics/sfa-national-success-rates-tables-2013-to-2014-open-data-csv-files

TOP THREE 16-18 TOTAL LEAVERS, ALL LEAVERS GFE AND TERTIARY COLLEGE SUCCESS RATES				
NCG	26,110	69.2	78.9	87.8
SOUTH ESSEX COLLEGE OF FE & HE	16,670	78.9	91.5	86.2
BIRMINGHAM METROPOLITAN COLLEGE	16,640	79.0	92.6	85.3

Combination of provision paints unfair picture

Success rate figures for 2013/14 have painted an unfair picture of NCG (formerly Newcastle College Group), it has been claimed.

While it was 11th from bottom for all level non-apprenticeship qualifications for 16 to 18-year-olds, the scale of the organisation meant its impact was greatest after 8,042 of its 26,110 enrolments in the age group were shown to have failed to achieve on their courses.

However, NCG said this did not paint a fair picture as the figures included all branches of the organisation — but compared them only to other colleges.

It consists of three FE colleges — Newcastle, West Lancashire and Kidderminster (which joined the group after 2013/14) — training provider Intraining, youth charity and training provider Rathbone and Newcastle Sixth Form College (SFC). However, it is listed as a general FE college in the Skills Funding Agency data.

Chris Payne, NCG group director of planning and performance, said its mix of different providers made direct comparison with other FE colleges "impossible".

He pointed to the combined success rate for three colleges which were part of NCG at the time (Newcastle, West Lancashire and Newcastle SFC), which NCG calculated was at 80.8 per cent, saying this was "in line with the performance of the rest of the college sector".

He said NCG's results had been pulled down by Rathbone, which works specifically with disengaged learners and has a success rate of 52 per cent.

Rathbone caters for 5,875 of NCG's 26,110 learners, who Mr Payne said, were "on short courses with the main aim of progressing into a job, an apprenticeship or further training to give them skills for work".

"We achieve that with two thirds of our Rathbone learners, which is how we measure our success," he said.

"Because these learners come to get a job or learn a trade — rather than a specific qualification like most college students — some leave as soon as that opportunity comes up rather than completing the course, which reduces the success rate.

"So when you look at the achievement rates — the passes of those who stayed on the course — we reach 83 per cent, which matches the pass levels of similar independent learning providers."



Bev Robinson



Christine Slaymaker



Lindsey Noble

Commissioner Dr David Collins had praised its progress in integrating provision after a follow-up visit relating to his past inspection of K College.

Hadlow College vice principal Lynda Brown, said: "The college has made significant improvements in teaching and learning this academic year. This has resulted in a substantial improvement in student retention, their experience and their futures."

At the bottom of the 16 to 18 all levels table was another troubled college — Greenwich Community College, with 60.7 per cent or 1,159 of 1,910 enrolments succeeding.

The college, under new leadership since the

period the success rates relate to, is currently in administered status following a visit by Dr Collins, which took place in January after a grade four Ofsted result — and just days after current interim principal Lindsey Noble took over.

She said the college had "been making good progress" since the last academic year and was implementing a post inspection improvement plan.

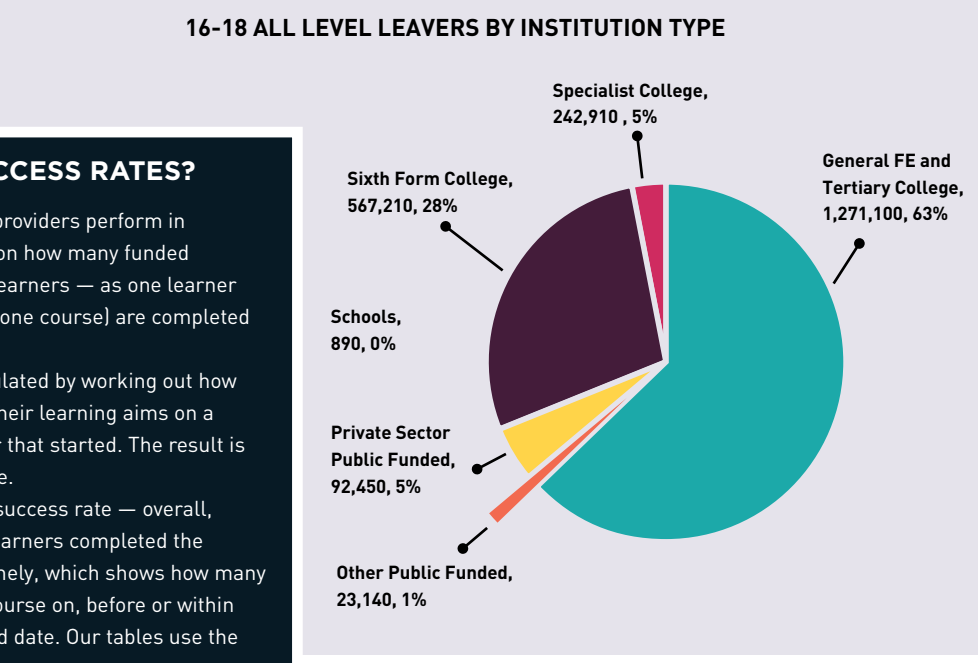
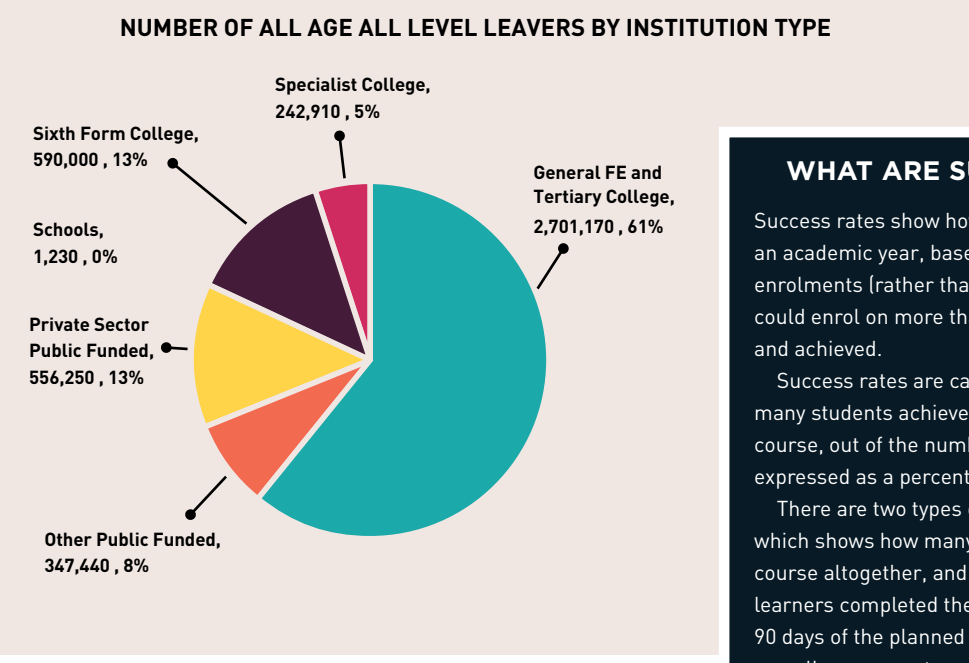
"A new interim senior team is in place and working hard to change the culture of the college," she said.

"The new management team are completely committed to turning the college around and improving outcomes for students. Clearly, the pace of change must be sustained so that this year's completing students are as successful as they can be for their progression in the future."

worst success rates performers?

ALL AGE ALL LEVEL SUCCESS RATES BY INSTITUTION TYPE		
INSTITUTION TYPE	OVERALL LEAVERS	OVERALL SUCCESS RATE %
GENERAL FE AND TERTIARY COLLEGE	2,701,170	83.6
OTHER PUBLIC FUNDED	347,440	83.7
PRIVATE SECTOR PUBLIC FUNDED	556,250	86.5
SCHOOLS	1,230	67.4
SIXTH FORM COLLEGE	590,000	86.7
SPECIALIST COLLEGE	242,910	89.2
ALL INSTITUTION TYPE	4,439,000	84.7

16-18 ALL LEVEL SUCCESS RATES BY INSTITUTION TYPE		
INSTITUTION TYPE	OVERALL LEAVERS	OVERALL SUCCESS RATE %
GENERAL FE AND TERTIARY COLLEGE	1,271,100	80.1
OTHER PUBLIC FUNDED	23,140	73.6
PRIVATE SECTOR PUBLIC FUNDED	92,450	62.7
SCHOOLS	890	64.6
SIXTH FORM COLLEGE	567,210	86.9
SPECIALIST COLLEGE	51,670	80.4
ALL INSTITUTION TYPE	2,006,460	81.2



WHAT ARE SUCCESS RATES?

Success rates show how providers perform in an academic year, based on how many funded enrolments (rather than learners — as one learner could enrol on more than one course) are completed and achieved.

Success rates are calculated by working out how many students achieved their learning aims on a course, out of the number that started. The result is expressed as a percentage.

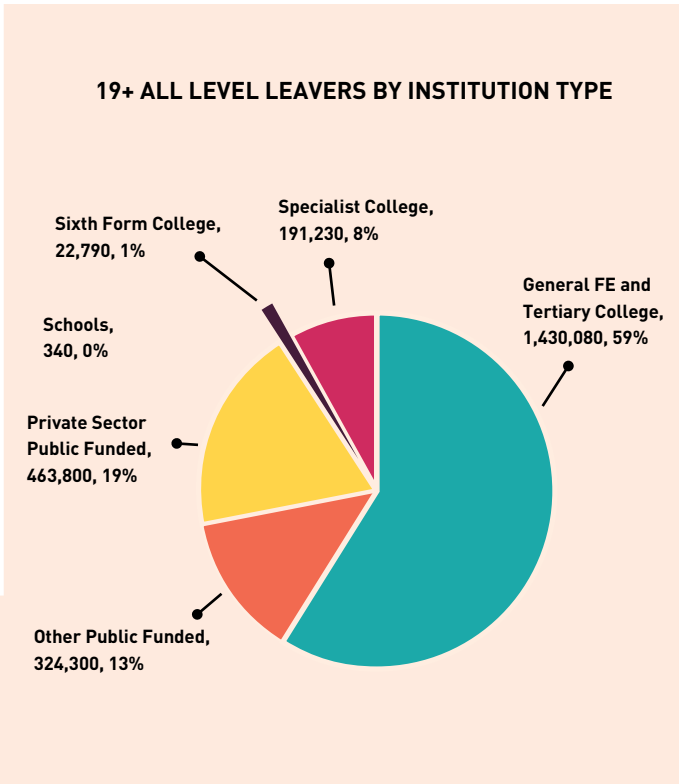
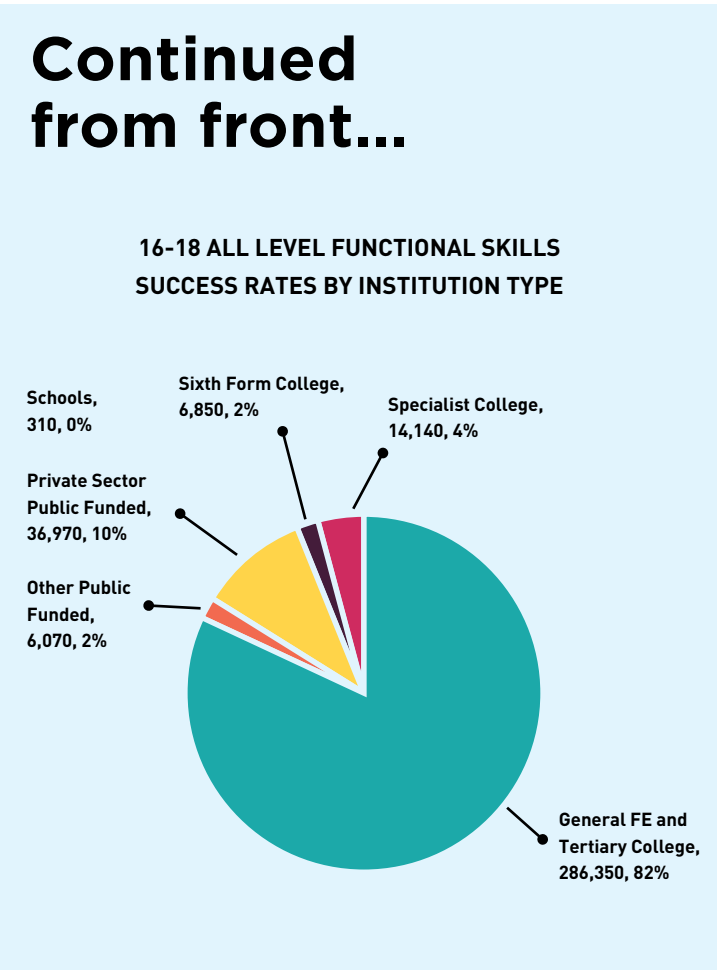
There are two types of success rate — overall, which shows how many learners completed the course altogether, and timely, which shows how many learners completed the course on, before or within 90 days of the planned end date. Our tables use the overall success rates.

The Skills Funding Agency data also gives figures for providers' retention rate and achievement rates.

The retention rate shows how many of the learners starting a course stay until the end, while the achievement rate shows how many learners achieved their learning aims out of those who finished the course.

So in a class of 10 learners, if two left before the end of the course the retention rate would be 80 per cent. If six people achieved their learning aims, the success rate would be 60 per cent and the achievement rate would be 75 per cent.

The methodology for calculating success rates has changed considerably from 2012/13, with, for example, Functional Skills and QCF units included in the data. This means the data for 2013/14 cannot meaningfully be compared to previous years' data.



16-18 ALL LEVEL FUNCTIONAL SKILLS SUCCESS RATES BY INSTITUTION TYPE		
INSTITUTION TYPE	OVERALL LEAVERS	OVERALL SUCCESS RATE %
GENERAL FE AND TERTIARY COLLEGE	286,350	64.3
OTHER PUBLIC FUNDED	6,070	59.7
PRIVATE SECTOR PUBLIC FUNDED	36,970	52.9
SCHOOLS	310	54.1
SIXTH FORM COLLEGE	6,850	63.7
SPECIALIST COLLEGE	14,140	64.7
ALL INSTITUTION TYPE	350,680	63.1

19+ ALL LEVEL SUCCESS RATES BY INSTITUTION TYPE		
INSTITUTION TYPE	OVERALL LEAVERS	OVERALL SUCCESS RATE %
GENERAL FE AND TERTIARY COLLEGE	1,430,080	86.7
OTHER PUBLIC FUNDED	324,300	84.4
PRIVATE SECTOR PUBLIC FUNDED	463,800	91.2
SCHOOLS	340	74.9
SIXTH FORM COLLEGE	22,790	81.7
SPECIALIST COLLEGE	191,230	91.6
ALL INSTITUTION TYPE	2,432,540	87.6

Find out who the top apprenticeship success rates performers are in the next edition of FE Week

FE WEEK COMMENT

Hoping for a Functional Skills funding achievement

It's quite a statistic that more than one in every three under 19 Functional Skills enrolment in general FE colleges and independent learning providers (ILPs) fails to result in achievement.

Taking into consideration the well-intentioned drive to increase the country's numeracy and literacy skills by getting more people back to the classroom until they get a grade C or equivalent in maths and English and you can't help but fear that could rise this time next year, when the current academic year's success rates come out.

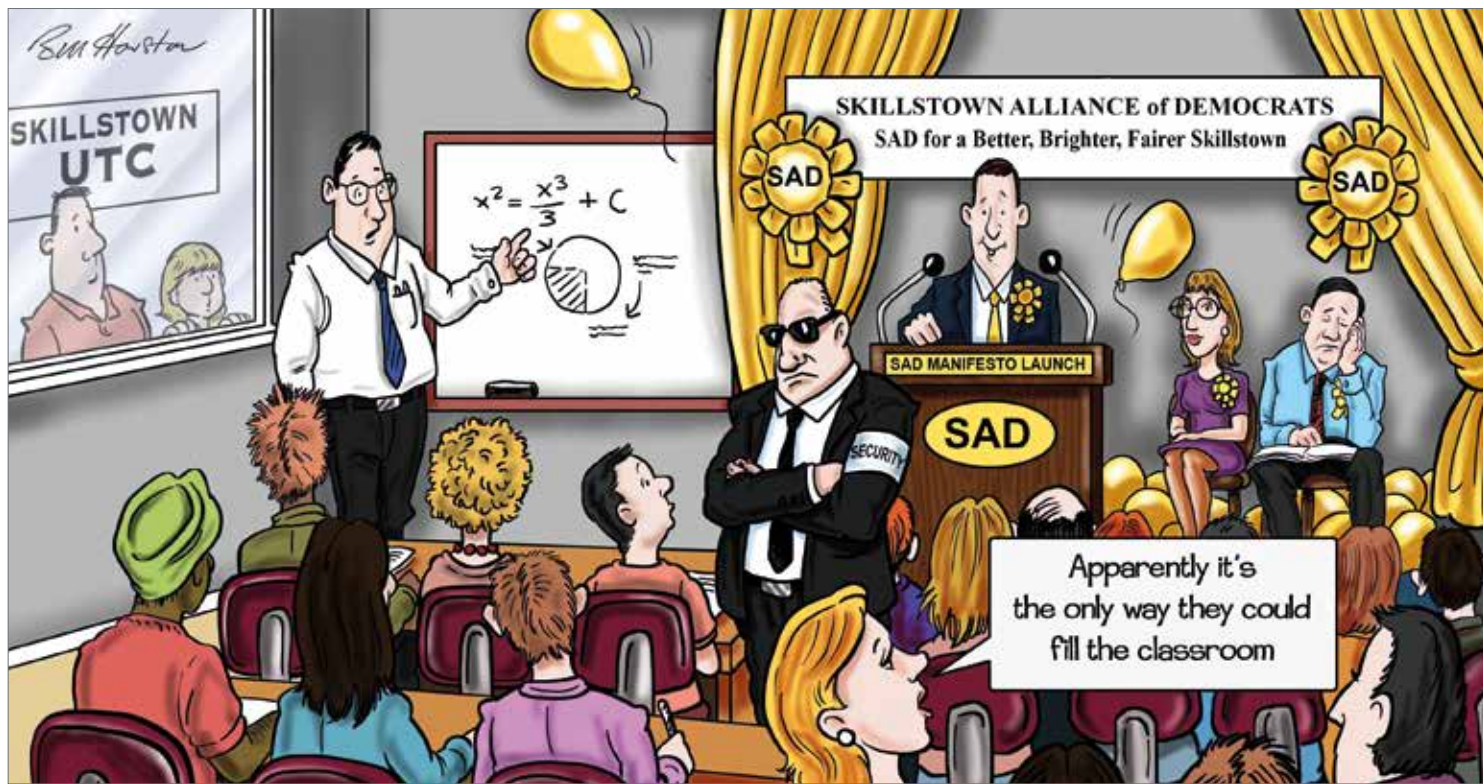
Behind the problem, as the sector will tell you, is the need to staff the growing number of aforementioned classrooms with adequately skilled English and maths teachers. And this is proving an issue.

It's an issue that is already affecting the sector's Ofsted ratings, as exclusive analysis by *FE Week* revealed back in January when a growth in grade three and four ratings from the education watchdog was laid bare.

Appropriate financial support from government to help develop, attract and retain the right calibre of teaching staff is the easy answer. The harder question is whether that's likely from the next government, whatever colour the party in power.

Chris Henwood

chris.henwood@feweek.co.uk



Closure of third-full UTC prompts wider review call

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

College sector leaders have called for a review of the drive for more University Technical Colleges (UTC) after one of the very first to open announced it was closing — on the same day the Prime Minister visited a UTC to promise one “within reach of every city”.

Black Country UTC announced on Tuesday (April 14) it would be closing its doors on August 31 after a “disappointing” Ofsted inspection carried out last month and low student numbers. It has an overall capacity for 480 learners but has been running at around 33 per cent full for three years and, while the latest inspection report is not yet out, just over two years ago the education watchdog gave it a grade three rating.

The science and engineering UTC, which opened in 2011, becomes the second to close for failing to attract learners after Hackney announced in July it would be shutting.

Despite question marks over UTC learner numbers and Ofsted grades, Prime Minister David Cameron gave them his backing

when he launched the Conservative election manifesto last week — at UTC Swindon.

Labour has also backed calls for more UTCs.

However, 157 Group executive director Dr Lynne Sedgmore said the demise of Black Country UTC meant such “commitment” should be questioned. “In many parts of the country, high quality skills training and excellent employer links are available via FE colleges. It is also worth remembering that UTCs which have been successful have often been made so by FE colleges — at inception or by being bailed out when failing,” she said.

She added UTCs’ performance “should be kept under strong and continuous review as their true benefit is as yet unproven”.

There are currently 30 UTCs, which offer specialist vocational training alongside key literacy and numeracy qualifications for 14 to 19-year-olds, operating — with 15 more due to open in 2016 and a further five the following year.

University and College Union general secretary Sally Hunt branded UTCs “an expensive gamble”. “The next government should focus on properly funding existing

schools and colleges to provide flexible academic and vocational learning options, and review any plans to expand UTCs,” she said.

Gill Clipson, deputy chief executive of the Association of Colleges, said: “For UTCs, or indeed any new institutions to be successful in recruiting a significant number of students, there needs to be a consistent demand across all the necessary age groups. We hope that the next Government will factor this into their plans before opening any new institutions.”

A spokesperson for the Baker Dearing Educational Trust, which oversees UTCs, said: “We would expect to play an active part in any review of the UTC programme if that was to be required by an incoming government.”

FE Poetry Corner

Visitors to feweek.co.uk may have read our April Fool's spoof story in which 157 Group executive director (and published poet) Dr Lynne Sedgmore was ‘revealed’ to be the first official FE and skills Poet Laureate.

Playing along with the joke, she even wrote a poem about the sector — and the experience proved so enjoyable she's written another, entitled simply Further Education.

Fighting for students in all that we do
Unleashing potential to help them win through.
Raising achievement, developing skills
That is our forte, and keeps us fulfilled.
Higher technical routes, levels one, two and three,
Entrepreneurs too we are trying to be.
Rising to every new challenge we see.
Education stays the core of our mission,
Dual mandate, the latest policy fashion.
Understanding what matters, helps us survive
Cuts while outrageous — our passion still thrives.
Always true to the learners and values we serve
Tutors and leaders fight for what they deserve.
Igniting the flame — social justice for All
Opportunities still, despite austerity Whitehall.
No more Cinderella, let's create our own crystal ball.

Send your FE and skills poems to
news@feweek.co.uk

COMMENTS

Lib Dems pledge 16 to 19 funding boost in budget protection plan

Manifestos are always as significant for their omissions as for their commitments. I see nothing about adult education here. So I must presume that the cuts in adult education — which the Lib Dems signed up to in government (the letter announcing them was jointly signed by Vince Cable and Nick Boles) — will continue if the Lib Dems are in power.

Mike Farmer

Threefold increase in £200k-plus principal posts

I think this is important but is equally part of a much wider story.
The college accounts seem to show that

152 or circa 370 colleges made a loss and the sector nationally was in deficit for the first time ever. Given that these figures are almost a year old, and before the recent 24 per cent cuts to adult skills, where is the broad *FE Week* analysis of the sector and the views of how we deal with structural failure?

John Thornhill

Employers back skills pilot after damning review

Exactly why should we subsidise Nissan and Siemens when the ASB is being cut to shreds?

@OldDitch [Mick Fletcher]



TOP TORY AND LIB DEM MANIFESTOS TWEETS

@warwickmansell: First couple of pages of the education section of the Tory manifesto seem to have questionable claims in virtually every sentence

@iansilvera: Cam: 3m more apprenticeships, business creates jobs and we will always back them in their work #torymanifesto

@TheRealTheebb: #torymanifesto SLAVERY FOR THE 18-21 YR OLDS!! “young people will have to take an apprenticeship, a traineeship or do daily community work.”

@CultureLearning: #LibDemManifesto ‘a major expansion of high-quality + advanced apprenticeships, offering vocational education on a par with academic quals’

@luketdclark: Continued support for National Colleges and a commitment to developing a national skills strategy for low carbon techs #LibDemManifesto

@cunningasa: #LibDemManifesto: “We will improve the quality of vocational education, including skills for entrepreneurship”
#SocialEconomy @UnLtd

Email DrSue@feweek.co.uk with your questions. Dr Sue will hand out a £100 Amazon gift card for her favourite question



Dear Dr Sue

How do you handle your new principal's demands? Is the managing director refusing to budge? Dr Sue Pember, the former head of FE and skills investment at the Department for Business, Innovation and Skills (BIS), who was awarded an OBE for services to the sector in 2000, puts her extensive sector knowledge to good use for *FE Week*.

On the third Monday of every month she answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in further senior civil service posts at the Department for Education and Employment, Department for Education and Skills, and Department for Innovation, Universities and Skills.

Email DrSue@feweek.co.uk to ask her your question.

GOVERNORS GETTING MISLEADING INFORMATION

I don't know where to turn — I am a staff governor and I think the board is being given misleading information on performance.

At the last governing body meeting we received a report from the head of quality that showed good results in certain curriculum areas, but I know the staff in those areas are worried about their completion and success rates. So worried in fact that they feel classes will need to close. The vocational area is quite a high profile one and I just don't understand why governors are not being told.

What should I do?

Anon

This is a serious issue. Boards must have access to timely, reliable and assured data. There are different ways you might tackle this, but it must be dealt with.

I take it you haven't the type of relationship with the principal where you can express your concerns in person. It's a shame if that is the case. Many principals have regular meetings with their staff governors for potential issues like this to be discussed.

There could be a simple answer here, such as a different time frame or cohort. It is likely that the principal was relying on the data presented and is not aware that things may have taken a turn for the worse.

If you don't feel confident enough to talk the principal or the senior manager who presented the data and, if there is a quality sub-committee happening soon, then ask for a paper on data validity to be put on the agenda. If this doesn't seem to cover it, you should talk to the clerk and explain you are concerned that the board may be receiving misleading information. The clerk should then talk to the chair, who should ask principal to assess whether there is a problem and how widespread it might be. An external perspective on data, either through audit or a data expert, might be appropriate.

If for some reason you feel you can't tackle this through speaking to the clerk then you should use your staff whistle blower procedures, which are there to protect you.



GETTING THE RIGHT PERSON FOR THE JOB



I have noticed that there have been a considerable number of clerks resign and/or retire over the last twelve months and that colleges have to resort to advertising more than once in order to recruit suitable successors.

You said in your review of governance that "each college should review the role of the clerk". Do you think they are and if they are not, might that be linked to the difficulty in recruiting that some colleges are experiencing?

Joanne Dean, managing director JD Management Solutions, and an Association of Colleges national subject specialist in governance

I can understand colleges having to go out twice. It is very important to get the right person. Clerks have a pivotal support role and development of their skills and expertise will be an important factor in securing strong governance. As highlighted in the FE Commissioners Annual

Report, there is a big difference between "best practice" and the "working practice" in most colleges.

Clerks are most effective when they are fully integrated into college life whilst still retaining their professional integrity and ability when they are needed to give the board independent advice. In such colleges the Clerk is up to speed on both external and internal FE matters and able to make the right connection between issues and activity and, therefore, able to provide meaningful advice to the Board. The reverse of this is where

the clerk is little more than a post box for meeting papers. In reality, most practice sits somewhere in between, which may not be appropriate for the present environment.

Hence, there is a growing need for every college to ensure its clerk has the right support and now is time to review their job description, position in college, time allocated and status. It may be the time is now right to introduce the concept of company secretary.

WINNING A VISIT FROM THE NEW MINISTER

We are assuming that after the election there will be a new Minister — how do we get them to visit us?

Anon

The simple answer is to write to them on the day of their appointment. Do your homework now and personalise the invitation to a vocational area or student group they have an interest in and make the reason for them coming as compelling as possible. Be realistic, they probably will not be able to do it immediately so give a realistic date. Include what sort of media plan you have in mind.



What works
for a very large
corporate
with a very
large training
department is
different to a
small or micro
business



LOSING THE LEDGER STEREOTYPE

@REBECCA COONEY
REBECCA.COONEY@FEWEEK.CO.UK

The stereotypical picture of an accountant, says Mark Farrar, chief executive of the Association of Accounting Technicians (AAT), is “a desperate image of a white bloke in a pinstripe suit hunched over a great ledger or a spreadsheet”.

But that is “a million miles away” from the truth about financial management, he says as we sit in AAT’s airy, open-plan office surrounds, which he tells me were chosen specifically to dispel the myths that accountancy is closed-off and obscure.

“The image of a sector can be very important to attracting people to it and that’s a harder fight these days because all sectors are looking for the best,” admits the 53-year-old.

Farrar’s own career beginnings are probably a long way from most people’s idea of a typical accountant.

Born in Dublin, Farrar grew up in Bangor, Northern Ireland, where he harboured dreams of joining the Royal Navy — a choice which “would have been controversial if

you’d announced it loudly,” he says with a wry laugh.

“It perhaps wasn’t the most usual of choices — and for a southern Irish guy as well.

“But it was something I wanted to do and I wasn’t going to let anything stand in my way.”

Growing up in Northern Ireland in the 1960s and early 1970s meant “you gained a good dose of common sense and street wisdom very quickly,” explains the father-of-four.

“But, actually, it was safe,” he adds.

“The headlines in some ways transcended the reality because actually The Troubles were in isolated areas most of the time — I grew up by the beach in a pleasant place and to this day I value the experience I had.”

The Navy sponsored Farrar through a degree in oceanography at Swansea University, so he joined the so-called brain drain leaving Northern Ireland at the time.

“I was always fairly independent,” he says. “I’m the one who picked myself up and moved over here to go to university and never went back — something that was fairly common at the time.

“One of the jokes was that on one of the signs at the Rosslare ferry terminal, someone

had spray painted ‘Last one out, turn off the lights’.”

After university, where “the rugby was good, the beer ok and the people great,” Farrar joined the Navy full time, generally finding himself in the north Atlantic and the North Sea, while friends found themselves deployed to sunnier climes in Asia and the Caribbean.

After a few years, Farrar set a course for dry land, and set his sights on accountancy, training with Deloitte Haskins and Sells in Southampton, having discovered a love for the south coast of England.

However, at the time accountancy was a means to an end.

“From the beginning I’d said that I was really only in it for the qualification and wanted to go and do business, which I duly did,” says Farrar.

His business career took in Unipart Distribution Group, Barclays Bank and overseeing the demutualisation of Norwich Union, which led Farrar to move to South Norfolk where he met his now-wife Fran, and still lives.

However, as the company merged and changed, Farrar was left with a choice —

move to London or York and leave his beloved coast behind, or find another job.

“So I did something I said I’d never do, which was join a government agency,” he says.

“I’d seen myself then, possibly incorrectly, as a hard-nosed commercial animal — but I probably found out over time I wasn’t quite that.”

More by luck than planning, concedes Farrar, the organisation he joined as chief executive was the government research body, the Centre for Environment, Fisheries and Aquaculture Science — which wrote the textbooks he studied during his oceanography degree.

From there he moved to the Construction Industry Training Board, which took him “firmly into the world of training and education” which he found was “something of a maze”.

But, he says: “I find it quite helpful to come into it reasonably cold because you look at things in a different way, and you’re aware it is complex and if I get lost in it sometimes how is a small business meant to find its way around?”



It's a personal thing

What's your favourite book?

I think one of the ones that left a mark was Goodbye to All That by Robert Graves. When I read it some while back, at the start of my career in the Navy, I think it struck a chord in terms of the territory, because it's a well-written account of the terrible things that happened in the First World War trenches

What do you do to switch off from work?

Offshore sailing — I sail off the east coast, generally for pleasure but I do a bit of racing as well. I find it a completely different environment when you step into it. By definition you forget about the working week and any other stresses and strains that might go with it. It's literally a breath of fresh air

What's your pet hate?

I reckon life's too short for pet hates, but if you pushed me, it's people making a distinction between FE and higher education. I think it's all part of education, training and skills development and our vocabulary as a nation needs straightening out a little. But that's easier said than done

If you could invite anyone, living or dead, to a dinner party, who would it be?

Sir Ben Ainsley — I'd like to know what drives him and what motivates him, and how he thinks. My wife Fran would endorse the choice, so she's invited too. And maybe Charles Dickens, too

What did you want to be when you were growing up?

When I was very young I recall wanting to be a Mountie [a Canadian mounted police officer] and then I focused on joining the Royal Navy, which I eventually did and thoroughly enjoyed it



Clockwise from top: From left: Farrar's father Ron, mother Doreen, Farrar and his younger brother Peter at his graduation from Swansea University in 1983, Farrar sailing off the east coast of England, Farrar as a baby with dad Ron and mum Doreen in 1962 and Farrar's wedding to wife Fran



The complexity of the system is what gives him pause over the apprenticeship reforms. “Looking at the financial flows behind it, I buy into the principal of more employer involvement,” he says. “But I remain wary. What works for a very large corporate with a very large training department is different to a small or micro business which needs help to get through each and every day — so I think the jury’s out.” Meanwhile, the Trailblazers, he says, “have been a great catalyst” for refreshing the frameworks, but again, there’s a note of caution. “The sector really does need stability to let the dust settle and really find out what and does not work,” he says. “With governments changing we end up going round the circle again — there’s always an understandable tendency from government to try to fit things into coherent boxes that look similar whereas each and every sector is very different. “And the temptation is to tweak qualifications into something that isn’t want employers truly want.” What attracted him to the AAT role, he says

was “is making a difference”. “For me that’s important,” he says. “Ultimately we change people’s lives for the better and through that we change organisations for the better.” But, he admits, this isn’t always how he’s seen FE. “I think initially I always approached it from a business angle, the creation of value, economic value,” he said. “I admit I came at this through business, it’s what I was trained to do but actually as I’ve gone on in general management, I’ve learned that life is about people. “I think they’re complementary — if you’ve got the individuals and teams working and they are skilled you will get the economic value. “Perhaps at the start of my career I was all about numbers and straight lines and very clinical ways of looking at things which is a very good discipline to carry with you over time, but actually I think I’ve become more rounded as a person as I’ve travelled. “I hope not to become a crotchety old bloke, but every so often you can feel it coming,” he adds.

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RICHARD ATKINS

Exeter College principal and 2014/15 president of the Association of Colleges

How does the next government grow and fund a big increase in apprenticeships?

The political appetite for apprenticeships has never been greater, and neither has the pressure on funding — so where could the money for this booming programme come from, asks Richard Atkins.

Politicians in all of the political parties are telling us what a great success apprenticeships are and how they must be increased during the next Parliament, particularly up to the age of 24.

Civil servants, meanwhile, are preparing dossiers for new Ministers, giving them options for achieving their manifesto promises, including how the new government can grow apprenticeship numbers. So, what might the options be?

Firstly, we will need more young people, who are employment-ready, to choose the apprenticeship route.

If we are going to expand apprenticeships significantly then new ways of funding them will need to be introduced in the age of austerity

Much better careers education, planned work experience and high quality vocational options for young people from age 14 will be essential if more young people are to be persuaded that the work-based apprenticeship route is right for them.

A comprehensive pre-apprenticeship programme for 16 to 24-year-olds, building on traineeships, will also be required. Secondly, we will need many more employers to offer more apprenticeship opportunities in their businesses if we are to meet the politicians' huge targets.

The National Insurance exemption for apprentices aged under 25 included in the Chancellor's December 2014 budget was a good start in incentivising employers to create more apprenticeship jobs.

But if we manage to achieve all of this, and create lots more apprenticeships, where is the money going to come from to fund them? Next year's budget of £770m is already largely committed to existing and planned numbers with the current providers.

Soon after I left school in the 1970s I joined a large retail and distribution business which put me through a series of planned training

programmes with both on-the-job and off-the-job elements.

At various times over three years I was sent on day release and block release to colleges in London to gain relevant vocational qualifications alongside work-based training.

The company invested heavily in training because it was registered with and paid a financial levy to the Distributive Industries Training Board, based on its payroll costs, and could earn that levy back by investing in staff training of an appropriate standard and quality.

The company's target was to earn back at least 110 per cent of the amount it paid out through the levy, giving it a real incentive to invest in internal and external staff training and development.

Indeed, like many large businesses my employer over trained, providing skilled staff for other businesses in the same sector. I notice that in the UKCES 2014 Employer Perspectives Survey of 18,000 businesses only 69 per cent said that they train their staff, and less than 40 per cent provide both internal and external training.

In the construction industry, an Industry Training Board and a levy system have been retained ever since the 1960s, and systematic sector-wide training including national qualifications is embedded in the structure of this sector.

For the past 25 years or so it has been unfashionable to argue that the training levy system should be re-introduced in this country, particularly when governments could afford to fund apprenticeships, train to gain and other schemes.

One of the key arguments against the levy has been that it would produce a burdensome bureaucracy for employers to deal with. Looking at the Construction Industry Training Board website recently, I saw that employers can register electronically, and then access a range of training services funded via the levy. This looks no more bureaucratic than several other recently proposed schemes, such as vouchers for apprenticeships or linking apprenticeship funding to HMRC for businesses.

If we are going to expand apprenticeships significantly then new ways of funding them will need to be introduced in the age of austerity.

The training levy system has been heavily criticised at times over the past 30 years but I would argue the next government should re-consider because the levy could help fund a major growth in apprenticeships while also increasing the percentage of employers who train their staff. It might also increase employer ownership of apprenticeships, because "he who pays the piper calls the tune."



KATHRYN RUDD

Principal of National Star College and chair of The Association of National Specialist Colleges (Natspec)

Where is the joined-up working that was promised?

Eight months after the Children and Families Act came into place with the aim of better meeting the needs of learners with special educational needs and their families and all is not well with the policy, explains Kathryn Rudd.

The Children and Families Act, which came into effect in September, promised a brave new world. It was designed to offer transparency, clarity and a more joined-up system.

But young people and their families are reporting a very different reality.

At the Natspec conference last month we heard from two parents about their experiences and their views of the new system.

Families report a 'post code lottery' based on where they live, the blanket policies operated in their area and the ability they have as a parent or family to fight the system

One mother said she entered into the new planning process for her son with positive expectations that they could establish provision that would meet his requirements.

The first planning session took two hours and they quickly outlined her son's interests, aspirations and the services he required. She was really optimistic that the plan would work for him.

What she hadn't realised was that the plan and the funding were not connected. It took her 11 months and 21 different assessments to get the funding required for her son's plan to be carried out.

Instead of introducing national procedures to support the new legislation in its early stage, the government opted for a system where individual local authorities (LAs) introduced policy and guidance appropriate for their local area.

Somehow it is assumed that all young people want to stay within two miles of their parents, that LAs have the capacity, funding

and expertise to make all the aspirations of the Act a reality, and that the LAs will telepathically deliver the same solutions to funding constraints and expectations.

It also assumes that the various government agencies will 'play nice' and set exactly the same thresholds for services and support and, that they will walk hand in hand into the sunset linking up budgets and systems around the young person.

The reality for many young people couldn't be further from the truth. Families report a 'post code lottery' based on where they live, the blanket policies operated in their area and the ability they have as a parent or family to fight the system.

The heralded joined-up education, health and care plan was described by one parent as a fight to the death to protect each agency's budget from actually funding the plan established.

The Department for Education has recognised the issues and spent a considerable amount of money and resource on tackling the individual issues as they are raised.

Now it has launched a wider review of the high needs funding reforms which all of us who work in this field are desperately hoping will address some of the cultural and systemic issues young people and their families are facing.

Without a considered review of the system, we are hurtling towards a two-tier system of educational provision post 16.

Parents and families who are articulate and well-informed are desperately using all available resources to fight the system (including ever-expanding legal support) to get the education they believe is right for their son or daughter.

On the other end of the spectrum the more disadvantaged families are seeing services and access removed.

This system unfortunately does not have any clear winners — young people, their families, providers, LAs are all suffering under expectations they cannot deliver and a plethora of different systems, paperwork and approaches.

As a country we need to consider carefully what we want, and equally, what we are prepared to fund, for young people with disabilities.

We need to ensure we can make this a reality 'on the ground' and carefully think through the unintended consequences of reform, so we can be clear that any future changes really do enable young people to have aspiration and choice over their lives.

What would happen to your college if the Skills Funding Agency held back funding for 45 days? It's just one of the tough questions that need to be asked if you're planning to stay afloat, says Ian Sackree.

One of the most (if not the most) important tasks for the college's accounting officer, is to ensure that the college remains a Going Concern — and is a 'thriving business', even in the most challenging of times.

To fulfil this responsibility it is not necessary for the principal to be an accountant, but it is essential to ask the right questions of the accountant, and often.

Look at your own financial situation (or perhaps that of others you know) and imagine life without the next three pay slips and without replacement employment.

Some commentators suggest that more than 80 per cent of us could be facing mortgage arrears or eviction if we had to go 90 days or more without income, but with the same level of expenditure. This is a practical, sobering interpretation of Going Concern.

The problem with Going Concern is that you generally only hear the term from your auditor, once a year at accounts sign-off time.

Given that the number of acutely balanced colleges is believed to be 50-plus and rising, I suggest to you that 'Going Concern' and 'Organisational Sensitivity' — the what if? questions 'ought (if not already) to rapidly become part of your daily and weekly leadership and management overview.

Now I know that for every financially-qualified or savvy principal there is a



IAN SACKREE

Chief operating officer at Protocol and former Lincoln College vice principal

Is your college a 'going concern'?

principal and chief executive out there who prefers only to know the necessary when finance is concerned. Now that's OK to a point — what on earth would the sector look like if it were led by just accountants. But let's not forget the role and responsibility attributed under the FE Act to the accounting officer. This cannot be delegated so my advice is to start to ask some frequent and regular questions of those in the college that do and should know about the factors associated with Going Concern.

Do not leave it to the finance committee that meets too infrequently to be wholly effective; start to take an interest today.

These are my top tips for those who are feeling the financial noose tightening: monitor (and discuss with your senior leadership team) reported bank balances and cash projections weekly; make it your business to understand where the cash is coming from over the next 12 months, and any timing issues that may arise between significant payments out and receipts in. Remember, cash is king.

Understanding cash days is key; it's your 90-day plan.

Guard your college's cash; avoid capital project-creep or the 'can you just' jobs in estates and ICT that may unwittingly eat in to your cash.

Ask questions about long-term debtors. Are there any chunky ones over 90 days, if so, why? Effective credit control is essential.

On the journey in to college each morning ask yourself a new 'what if?' question — what if the SFA withheld payment for 45 days, could we run the payroll? What if the SFA clawed £1m back under audit, could we pay the final balance on the new build? If the answer is 'No' then you have a challenge.

For cash purposes remember that depreciation is your friend. It is a non-cash expense in the income and expenditure account, which effectively makes it cash generative. It is not the long-term solution to 'feed off the estate' but it will get you through the next three years if you can spend less than your depreciation charge on estate and ICT infrastructure.

Make a point of asking your financial director to reconcile monthly management accounts to the college cash forecast. If a planned surplus of £500k switches to a deficit of £500k then you have a 'negative swing' of £1m in your bank account that needs financing.

Do not leave it to the finance committee that meets too infrequently to be wholly effective; start to take an interest today

Make it your business to know your college bank relationship director, and keep your borrowing facilities (short-term and long-term) under regular review. Include this as board-business.

Watch the use of 'Income Accruals'. It's a common trick to replace income not yet invoiced with income that we think in an ideal world has actually been earned. If used correctly, no problem. In difficult times they can however be used to 'prop up' income when delivery may actually be behind the level of income recognised.

FURTHER EDUCATION
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ANNOUNCEMENT

THE FETL GRANTS PROGRAMME 2015

Following the successful launch of our first round of grants, the Further Education Trust for Leadership (FETL) is pleased to announce the second invitation to apply to its grants programme.

At FETL, we want to build a body of knowledge to shape the leadership of thinking in Further Education. Our constantly changing education system requires the FE sector to build additional leadership capacity to continue to be successful. Crucially, leadership in itself is insufficient and FETL is at the forefront of encouraging this debate and new models of working.

FETL grants of up to £100,000 are available for organisations with a track record of leading thinking in FE, skills and related fields.

**Applications close at midday
on Thursday 21st May 2015**

**For details of how to apply please visit
www.fetl.org.uk or call us on 0203 637 0977**

CAMPUS ROUND-UP

sponsored by **empra**

Golden girl Rebecca opens splashing new sports centre



Rebecca Adlington joins students from Blackburn College at the opening of the Blackburn sports and leisure centre. From left: Level three extended diploma in sport learners Paige Brogan, aged 16, Nathan Hartshorne, 18, Ms Adlington, level three sport diploma students Nicole Carter, 18 and Josh Bristol, 17

Double Olympic gold medal-winning swimmer Rebecca Adlington officially opened a new £13.5m sports centre for Blackburn College.

It was developed by the college and the local authority and is open to both students and the community.

It was opened with the unveiling of a commemorative plaque by Ms Adlington, who retired from competitive swimming last year.

She took a tour of the facilities before taking

part in a Q&A session with learners.

The complex features two sports halls, an 80-station fitness gym, aerobics and separate spinning studios, a 25-metre swimming pool, training pool and a sports science performance and testing laboratory.

Blackburn College governors' board chair Bill Taylor said: "I would like to salute the council and the college for their courage and creativity in creating such a world class facility."



Extended diploma in creative media production learners on set of their game show The Union. From left: Tom Daye, Simon Clement and Haydn Smith, all aged 18

Calling time on student union-inspired game show

Media production students from Coleg Gwent are gaining real life experience in television by producing their own game show.

They are using skills picked up on their extended diploma in creative media production course on a university student's union-inspired game show called The Union.

The learners took on the role of a television

production company and were responsible for everything from sourcing materials, building the set and casting contestants.

Show producer Haydn Smith, aged 18, said: "Producing the show has been a lot of fun and I've learned a lot about responsibility and team work. I would like to have a career producing film or TV, so this project has been a fantastic experience."

Sea change in training for 2,000-mile swim

Hartpury College staff are facing their biggest challenge yet in training a charity fundraiser to swim across the Atlantic from Africa to Brazil, writes Billy Camden.

Swimming 2,000 miles in 6.5m strokes may seem an impossible task to most, but not father-of-one Ben Hooper, who will have four Hartpury College lecturers to thank if he succeeds in crossing the Atlantic.

Richard Collins, Tom Cresswell, Ben Drury and James McCarron are the sports and exercise team behind 36-year-old Ben, whose swim is due to begin in November.

The 90-day challenge will see Ben swimming front crawl for up to 12 hours a-day when he starts his 'Swim the Big Blue' adventure in aid of four charities — Plastic Oceans Foundation, Maggie's Cancer Care Centres, Addaction and SOS Children's Villages.

He could come face-to-face with deadly jellyfish and 30ft waves, not to mention killer sharks.

Ben said: "This

is without doubt the biggest challenge I have ever faced.

"I am on a mission to prove



From left: James McCarron, Ben Drury, Ben Hooper and Richard Collins during training for Swim the Big Blue

basis and I'm trying to find his breaking point — that's something you have to practice."

Ben will also swim through the Doldrums — areas near the equator infamous for their stillness and humidity, and not forgetting the prospect of raging storms.

Learners at Hartpury College will benefit from the challenge by using it as a case study

Head of physiotherapy at Hartpury Tom Cresswell aims to make Ben as physically ready for the challenge as possible, as he could be burning up to 12,000 calories a-day.

Tom said: "This will be a gruelling trial of endurance and the focus will be on building robust shoulders and a torso that doesn't waste energy. An efficient stroke will then support the engine that will be fine-tuned by strength and conditioning."

Visit www.swimthebigblue.com to follow Ben's progress and donate.



From left: Ben Drury, Richard Collins, Ben Hooper and Tom Cresswell at the training facilities at Hartpury College

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide
to who's new and
who's leaving

The commercial director of a railway software, technology and services company is to become the new chief executive of The Sheffield College.

Heather MacDonald's seven years in post come to an end this summer, at which point she will be replaced by Paul Corcoran, from DeltaRail. He is due to start his post at the college on June 22.

He said: "I am delighted to be joining The Sheffield College to work with an outstanding team, and to continue to build on the many achievements of the current chief executive, Heather MacDonald.

"It is widely recognised that the UK needs to develop a skilled workforce to achieve sustainable economic growth."

Paul added: "Having worked in both industry and higher education, I believe the college can play a leading role in meeting this challenge by finding innovative ways to bring together the education and training needs of both students and employers.

"Enhancing our students' career prospects and helping employers meet their many challenges will be among my highest

priorities. I have longstanding personal ties with Sheffield and am looking forward to spending more time in the city."

Mr Corcoran has been commercial director of DeltaRail for the past six years, prior to which he held the post of director of projects for two years.

He has also held director-level positions with Amey Infrastructure Services, Amey Dattel and Jasmin Plc.

He previously worked at the University of Derby during which time he was a senior lecturer in engineering and provided consultancy to industry, eventually moving into the role of head of division in electronic systems.

He graduated from Coventry Polytechnic with an honours degree in engineering, and also holds a PhD in engineering from Warwick University. He completed his MBA at Durham University.

Ms MacDonald said: "The Sheffield College plays a key role in the growth of the city region's economy and it feels right to be handing over the role of chief executive to someone of Paul's experience and calibre.



Heather MacDonald



Paul Corcoran

"I wish him every success in taking the college forward."

Richard Wright, governors' board chair and executive director of Sheffield Chamber of Commerce, said: "Inevitably there is a degree of mixed emotions. Heather MacDonald is leaving us after a superb period when she has steered the college through some difficult times. She goes with all our thanks and admiration."

He added: "Paul joins us when we are being challenged by government to get closer to

employers and understand their needs, to explore alternative sources of funding, and to work hard to better satisfy the needs of students and their parents by ensuring they are well set up for a life in employment as well as their future studies.

"Paul brings a different perspective and set of skills to the college, having come from a higher education background and worked successfully in a commercial environment for many years. We believe he is very well equipped to lead us on this."

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@fewweek.co.uk

To B or not to B?

Explore all the options with Science B Specifications from OCR.

Our B science specifications are different. With a context based approach and a focus on practical work, it's possible to present a large amount of material quickly and enthuse students with scientific literacy.

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Inspiring, Innovative and Outstanding?

If you think you are all of the above then you may be interested in some of the exciting job opportunities we have available. We are the main provider of post-sixteen education in North East Lincolnshire and the surrounding area, our turnover is £48.9million and we continue to go from strength-to-strength.

Over the last few years we have invested in a £20m University Centre, £4m Sports Centre and a £6m Arts Centre and, as part of refocusing our curriculum and our exciting plans for the future, we have the following posts available:

Application closing date: 30th April 2015
Salary per annum £50,000

Associate Principal Health, Wellbeing & Society
Associate Principal Commercial Enterprise
Associate Principal Community & Flexible Learning
Associate Principal Digital & Creative Industries

Application closing date: 7th May 2015
Salary per annum £55,000

Executive Director ICT Learning Innovation

Application closing date: 7th May 2015
Salary per annum £32,300

Schools and Academies Relationship Manager

Application closing date: 14th May 2015
Salary per annum £38,000

Quality Manager (Advanced Technology)
Quality Manager (Health, Wellbeing & Society)
Quality Manager (Commercial Enterprise)
Quality Manager (Community & Flexible Learning)
Quality Manager (Digital & Creative Industries)
Higher Education Quality Improvement Officer

Application closing date: 14th May 2015
Salary per annum £38,000

Deputy Director Learner Services



Grimsby
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Full details can be found at
www.latestvacancies.com/grimsby



Financial Director / Financial Controller/Finance Manager

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Exciting times for FE Associates!

Delivering educational excellence for over 10 years, FE Associates is the UK's leading provider of truly bespoke interim management consultancy, executive search solutions and quality consultancy for the FE sector.

FE Associates is experiencing high growth across its business, specifically within its finance division which has created an opening for both Financial Director and Financial Controller positions, either to join the team on a full time, fractional or associate basis.

Working for Colleges or Private Training Providers across the UK you will work on interesting projects leading financial turnaround and recovery. As Finance Director you will take the financial strategic lead across the organisation which will include financial planning and modelling and resource allocation.

As a Financial Controller/Finance Manager you will have a proven track record in leading finance teams including preparation of budgets, monthly management and year end accounts.

Should you find this of interest, have the skills required and wish to find out further detail please do not hesitate to send your details to Steve Hutchinson on steve.hutchinson@feassociates.com / 07500798550



Executive Dean: Higher Education

Salary: £75k + attractive benefits

'Build our future in higher education!'

Blackburn College is one of the largest and most progressive providers of high quality higher education in the colleges' sector. We have 16000 students, of whom 3000 are in higher education across a range of programmes, and provide an outstanding student experience. Central to our success is institutional agility and visionary leadership. The relevance of our curriculum to employers and its delivery are key features of our distinctive offer in higher education, along with our state-of-the-art University Centre and the calibre and commitment of our academic staff. Our recent QAA HE Review highlighted these features.

Blackburn College will continue to remain at the leading edge of higher education in colleges. We will respond creatively to scheduled policy shifts and the new emphasis on higher order skills for employment and vocational and professional programmes.

We will continue to grow in the higher education market and our curriculum offer will be central to our profile. Equally, we will sustain the continuous enhancement of our research, scholarship and professional practice.

The Executive Dean will have a pivotal role in strategic and operational performance and development, enabling the college to position itself appropriately. He/she will provide dynamic academic leadership across our higher education programmes, recognising the opportunities and implications for the college. Curriculum development will underwrite our competitiveness: and the high quality of our learning and teaching will enhance the college's reputation.

We are looking to appoint an outstanding individual who is motivated by the new vocational agenda and, in this context, will lead curriculum innovation and the further development of learning and teaching.

If this brief interests and excites you, then please access the Candidate Pack at www.blackburn.ac.uk/jobs/ Potential candidates are encouraged to have a discussion with our retained consultant, Professor Bill Wardle at bill@billwardle.com or 07777642100.

Completed applications should be sent to jobs@blackburn.ac.uk.

Closing date for applications is 12 noon 11 May 2015 and Interviews are scheduled for 1 June 2015.





Following our recent merger a number of opportunities have arisen for high calibre people to join our team. If you feel you could contribute to the success of our new multi-site college serving Bath and North East Somerset we would be delighted to hear from you.

Management Opportunities

- Quality Development Manager
- Marketing Manager
- 0.5 Higher Education Manager
- Deputy Head of Department: Foundation Learning
- Deputy Head of Department: Business, Media, Music and Performing Arts
- Deputy Head of Department: Sport, Leisure and Care

Teaching Opportunities

- Lecturer in Health & Social Care
- Lecturer in Veterinary Nursing/Animal Care
- Lecturer in Computing IT
- Lecturer in Business
- Lecturer in Childcare
- Lecturer in Sport
- Lecturer in Health & Social Care
- Lecturer in Electrical Engineering



For more information about the roles see the jobs section of our website:
www.citybathcoll.ac.uk

WE'RE GOOD
AT MAKING YOU
OUTSTANDING

Vice Principal
Financial Strategy & Control

Up to £100,000 Dudley

Dudley College is moving to the next stage in its development and is now looking to recruit an experienced finance professional reporting to the Principal as Vice Principal – Financial Strategy & Control. This will involve an exciting agenda for change with opportunities to contribute to moving the College forward.

Candidates must hold a professional accountancy qualification (CIMA, ACCA, ACA) and be able to demonstrate practical experience at a senior management level. The successful applicant will be expected to lead and take responsibility for all finance functions and to contribute to the Senior Team's leadership of the College.

Experience at executive level is essential and relevant experience in a further education college, whilst not essential, would be a distinct advantage. A copy of the Job Description and Person Specification for this post may be downloaded from MCA Cooper Associates' Web Portal HAMSTER by accessing the following internet address: <https://hamster.mcacoopers.com/> and using the Username - [dudleyvpf](#) and password - [VPFINANCE](#).

To apply please send your CV to enquiries@mcacoopers.com by 12 Noon on Friday 1 May 2015. For an informal discussion of the role ring Malcolm Cooper on 07950 931389.



Director of Apprenticeships
Salary Package up to £50k - A higher grade may be available to an exceptional candidate

Potential4Skills is a dynamic training company specialising in skills and jobs support programmes for unemployed learners and offering skills solutions to employers. To underpin our business diversification plan for the future, we are now looking to recruit a talented, vibrant and energetic Director to lead our new Apprenticeships division.

Core responsibilities:

- Developing, owning and having accountability of the strategic and operational plan for all areas of the Apprenticeships and work based contracts and delivery in the business
- Driving profitability and financial performance of Apprenticeships and work based contracts in the business and reporting into the Board on key KPIs
- Taking a lead on employer engagement initiatives and programmes
- Improving and enhancing the quality of the service offer and provision for learners and employers

Key skills and experience:

- A challenging and inspirational leader
- A proven ability to deliver results
- Experience of working at senior management level
- Significant experience of operations and/or contract management in the apprenticeships arena
- Experience of government contracts and funding for apprenticeships and employer skills programmes
- Passionate about ensuring a quality learning and training provision

The closing date for this vacancy is 6th May 2015 and a full job description is available upon request.

To apply email your CV and covering letter to: jobs@potential4skills.co.uk



Sir George Monoux College has been operating at first as a school for almost 500 years and as a College since incorporation, serving less privileged young people in the region. As Ofsted has confirmed, we are a good College with outstanding features. Over 600 students go to University every year and a significant number progress to Russell Group Institutions. We are a value based organisation and the students are at the centre of all we do. We aspire to constantly improve and want our students to receive a personalised, outstanding education that has the power to change their lives.

VICE PRINCIPAL – CURRICULUM
Salary Range: £71,937 to £77,075 per annum

We are looking for an outstanding individual with a track record of quality improvement, performance management and the ability to win over hearts and minds. We need an exceptional leader who is decisive, has the ability to initiate and develop practical innovative strategies to maximise performance and who is not afraid of getting involved operationally with enthusiasm and creativity.

In addition to curriculum innovation and planning, your duties will be dependent on your experience and the needs of the College.

If you have the expertise, attributes and drive to apply for these positions please visit our website:
www.george-monoux.ac.uk/seniorposts

If you would like to discuss this post or arrange a visit to the college, please telephone Elaine Brown Head of HR on
0208 523 3544 x 2278

Sir George Monoux College has a strong commitment to safeguarding students and safe recruitment. All posts are subject to enhanced DBS clearance.

We Care. We Deliver. You Succeed.

Closing date for applications has been extended to: 12 Midday on 30 April 2015

Interviews Dates: Week commencing 11 May 2015

Job Title:	Vice Principal Education and Training
Location:	Rhandirmwyn, Carmarthenshire
Salary:	£38,492 to £42,720
Weeks of Work:	43 weeks
Contractual Status:	Permanent



Coleg Elidyr is a specialist college of further education for young adults with learning difficulties and disabilities.

We are looking to appoint an exceptional individual to work with us to realise our ambitious plans for our students. You will play a key role in the leadership team, contributing to the strategic direction of the Charity, policies and procedures for education and training and to ensure the provision of high standards that meet the needs of the learners, relevant authorities and inspectorates.

You will demonstrate experience of working in the education sector at a high level, have effective leadership, interpersonal, communication and planning skills. You will be creative and highly motivated.

For further information, and an application pack, please contact Lisa Blofield
T: 01550 760453 E: lisablofield@colegelidyr.com or visit our website www.colegelidyr.com

CLOSING DATE: 4th May 2015

Finance & Services Manager

Scale Points 36 – 41

£31,220 – £35,941 per annum

Study support available



Swarthmore
friendly learning

Swarthmore is seeking to recruit a dynamic and experienced Finance & Services Manager to oversee a range of core functions. The main purpose of the post is to take responsibility for all aspects of Swarthmore's financial management as well as managing our support services (including IT, café and caretaking).

The ideal candidate will have worked within the public, voluntary or charitable sector and be AAT, CCAB part-qualified or have a relevant degree.

The post is full time (36 hours per week) including a regular evening and occasional weekends.

A full job description, person specification and application form is available in Reception or on our website at

www.swarthmore.org.uk/vacancies

Please note we do not accept CVs

Closing date: 12 noon Monday 27 April 2015

Applications to

**Wendy Bloom, Swarthmore Education Centre,
2-7 Woodhouse Square, Leeds, LS3 1AD**

wendy.bloom@swarthmore.org.uk

Lecturer Opportunities



Required for September 2015

Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years.

Due to high numbers of student applications we are looking to recruit experienced and qualified full and part time teachers across the range of our curriculum offer.

Specifically we are looking for:

- Media - Games Development & Interactive, Film and TV, Photography
- Childcare
- Travel and Tourism
- Health and Care
- ICT
- Business Studies
- AAT
- Mechanical Engineering
- Carpentry and Joinery
- Construction - Civil Engineering

We offer:

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

The closing date for completed applications: Wednesday 29th April 2015.

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. These posts are subject to an enhanced DBS check.



Application packs can be downloaded from our website:

www.chelmsford.ac.uk/our-college/employment/vacancies
or alternatively please contact Human Resources on 01245 293018.

Principal Southend Adult Community College

Salary Range: £67,197 - £73,422 per annum



This is an opportunity for an outstanding individual with vision and inspirational leadership qualities to manage this Community College and additionally give strategic leadership to the adult and community learning strategy for Southend.

Southend Adult Community College provides award winning education, training and skills to 6500 adults aged 19+ as well as 300 16-18 year olds. In November 2014, OFSTED judged the College Good with some outstanding features. In 2009 the College became the first Local Authority-run Adult Community College in the country to be awarded LSIS Beacon status.

The College has three sites across the town and provides training in many other community facilities, including schools and children's centres. The College's employer responsive provision was the first to be judged outstanding by OFSTED (in 2009) and it currently serves over 130 employers each year. The College has a specialist centre for young adults with severe, profound and complex learning difficulties. Over the past few years the College has successfully managed funding changes and has been successful in its approaches to sustainability.

If you would like an informal discussion about the post, please contact:
Nicola Jeffrey Tel: 01702 445733 email: personalassistant@southend-adult.ac.uk

For further information and an electronic application pack please contact our recruitment team by emailing vacancies@southend-adult.ac.uk.

Closing Date: Wednesday 6th May 2015

Website: www.southend-adult.ac.uk

Brooklands College

Lecturer in Mathematics

Salary: up to £33,071.82 per annum

(assessed on qualifications and experience)

We are looking for someone with the drive and enthusiasm to deliver high standards of teaching whilst creating a positive learning environment for our students studying a range of Maths courses including Maths for Engineering, AS, A2, GCSE and Functional Skills Maths.

The successful candidate must have a Degree in a relevant area and a teaching qualification or be prepared to work towards this. You should be an excellent communicator, be able to work effectively as part of a team and be skilled in the use of IT.

The College is focused on improving the numbers of students achieving high grades and you would therefore need to be highly effective in developing students' knowledge and capacity for examination success: you will lead by example and inspire staff and students to achieve their very best.

Benefits include: 47 days annual leave, excellent pension scheme, car parking, refectory.

Close Date: 1st May 2015



For further details and an application form, contact the HR Department by email hr@brooklands.ac.uk, or via our website www.brooklands.ac.uk

www.brooklands.ac.uk



Plumpton College

Lecturer in Maths

(full time or part-time)

Salary within the range £25,121 - £29,030 per
(pro rata for hours worked)

Plumpton College is a successful land-based
College.

We are looking to recruit staff to coordinate and teach students across a range of vocational disciplines up to GCSE level. You will need to be able to inspire and motivate our students in this important core teaching area and to make a significant contribution to our successful vocational programmes.

For an application pack, please contact:
Personnel at Plumpton College, Ditchling Road,
Plumpton, East Sussex BN7 3AE, tel: 01273
890454,
email: hr@plumpton.ac.uk or apply online at
www.plumpton.ac.uk

Closing date for applications: Thursday 30 April 2015



Lecturer in English (Band 1) Ref 14-129

3 x full time posts, 2 x part time posts (0.6 FTE)

Salary circa £23,500 – £28,900 (F/T) £14,100 – £17,300 (P/T)

37 hours per week F/T, 22.2 hours per week P/T – 52 weeks per year

We are currently seeking English Lecturers – three full-time and two part-time – to teach English, including study/academic writing skills and contribute to the related cross college quality assurance systems. The successful post holders will conduct teaching and learning activities appropriate to the needs of individual students, courses and the curriculum. You will also contribute to the development of the curriculum, creating specialist learning and teaching resources and sharing good practice.

With a degree in a relevant subject area and experience of teaching English to at least level 2, you will also have experience of working with a wide range of learners at different levels. You will have an understanding of the CPD issues relating to the development of English skills in line with the national agenda and be able to plan and deliver differentiated, imaginative and motivational sessions. A teaching qualification is also essential for this role although support can be given to obtain one in post.

Closing date 27 April 2015

A job description and application pack can be obtained from our website:

www.colchester.ac.uk.

Applications, by CV if preferred, should be emailed to

jobline@colchester.ac.uk.



Lecturers in Mathematics and English

Required for September 2015

Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years. We are looking to recruit experienced and qualified full and part time teachers who are able to teach to GCSE level. Applicants will need a teaching qualification and subject specific qualifications along with previous teaching experience in their subject area.

We offer:

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

**The closing date for completed applications:
Wednesday 29th April 2015.**

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. These posts are subject to an enhanced DBS check.



Application packs can be downloaded from our website:
www.chelmsford.ac.uk/our-college/employment/vacancies
or alternatively please contact
Human Resources on 01245 293018



Maths and English Lecturers

Salary: £23,518 to £37,773

MidKent College is expanding its maths and English team to inspire our post 16 students to be successful at all levels. We are establishing specialist maths and English centres with a team who are focused on improvement and excellence.

We are offering a 'Golden Hello' of up to £20,000, subject to qualifications and experience. In addition, the successful candidates will receive a generous benefits package and pension.

We are looking for outstanding and inspirational mathematicians and English teachers and recent graduates, who are able to deliver successful results through innovative teaching and learning.

If you are qualified to degree level in English, mathematics, or a related subject, and are keen to make a difference, we would like to hear from you. You will either have experience in teaching maths/English to at least GCSE level or be a recent graduate with a teaching qualification who is ready to take on your first challenge.

**The College will be hosting an open afternoon/evening on
Thursday, 30th April 2015 and an open morning on Wednesday, 6th May 2015.**

**For an informal discussion please contact Lindsey Morgan,
Assistant Principal on 01634 383119.**

**Please contact job.applications@midkent.ac.uk
for an application pack or visit www.midkent.ac.uk**

Closing date: 11 May 2015



MidKent College

MidKent College is an equal opportunities employer



Training in Maths & English

Blended and online courses
for training providers,
schools and colleges

Delivering preparation for
Cambridge Progression,
Functional Skills & GCSEs

To find out more visit time.ocr.org.uk
Call **02476 851509** or email ocr.expressionofinterest@ocr.org.uk



FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

			6					
			7		8			
	6	4	2		1	9	5	
	8	2				5	7	
	5						1	
	9	3				4	8	
	4	1	9		6	7	3	
			5		2			
				7				

Difficulty:
EASY

5		7				3		2
		1				9		
			6	5	3			
6				8				3
	8	5				7	9	
2				4				8
			7	9	4			
		4				8		
7		6				4		5

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

1	6	5	2	8	9	7	3	4
2	9	4	1	3	7	5	6	8
8	7	3	5	4	6	1	9	2
3	1	9	8	5	4	6	2	7
6	5	7	9	1	2	8	4	3
4	8	2	7	6	3	9	5	1
5	4	1	6	2	8	3	7	9
9	3	6	4	7	1	2	8	5
7	2	8	3	9	5	4	1	6

Difficulty:
EASY

3	4	2	9	1	5	8	6	7
5	9	6	8	2	7	1	4	3
7	1	8	3	6	4	2	9	5
1	5	3	7	8	6	4	2	9
8	6	9	2	4	3	5	7	1
2	7	4	1	5	9	3	8	6
9	8	1	5	7	2	6	3	4
4	3	5	6	9	8	7	1	2
6	2	7	4	3	1	9	5	8

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.
Last week's spot the difference winner was City of Westminster College governor Nicholas Martin.